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ABSTRACT

The Detroit College Opportunity Program, funded under Title I of the 1965 Elementary Secondary Education Act, is designed to provide remedial support, instructional assistance, academic stimulation, and personal, educational and vocational counseling for selected eligible students so that their chances to become successful college students will be enhanced. Ninety percent of the students enrolled in the program will be accepted into the Project One Hundred program, if they wish to attend the University of Detroit following graduation from high school. The program identifies students in Class A and Class B Detroit Public Schools located in Title I areas that are desirous of obtaining a college education. In the 1971-72 program, project staff consisted of a coordinator, secretary, two counselors and eight instructors. The summer program staff operated with two less instructors. The goal of the summer program was to provide participants with incentive to aspire to a college program. The program devoted time to providing vocational and educational information, as well as individual and group counseling. The 39-week academic year program was designed to continue the efforts of the concentrated six-week session in which incoming twelfth graders were initiated. (Author/JM)

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DETROIT COLLEGE OPPORTUNITY PROGRAM

"Preparing College Bound Youth"

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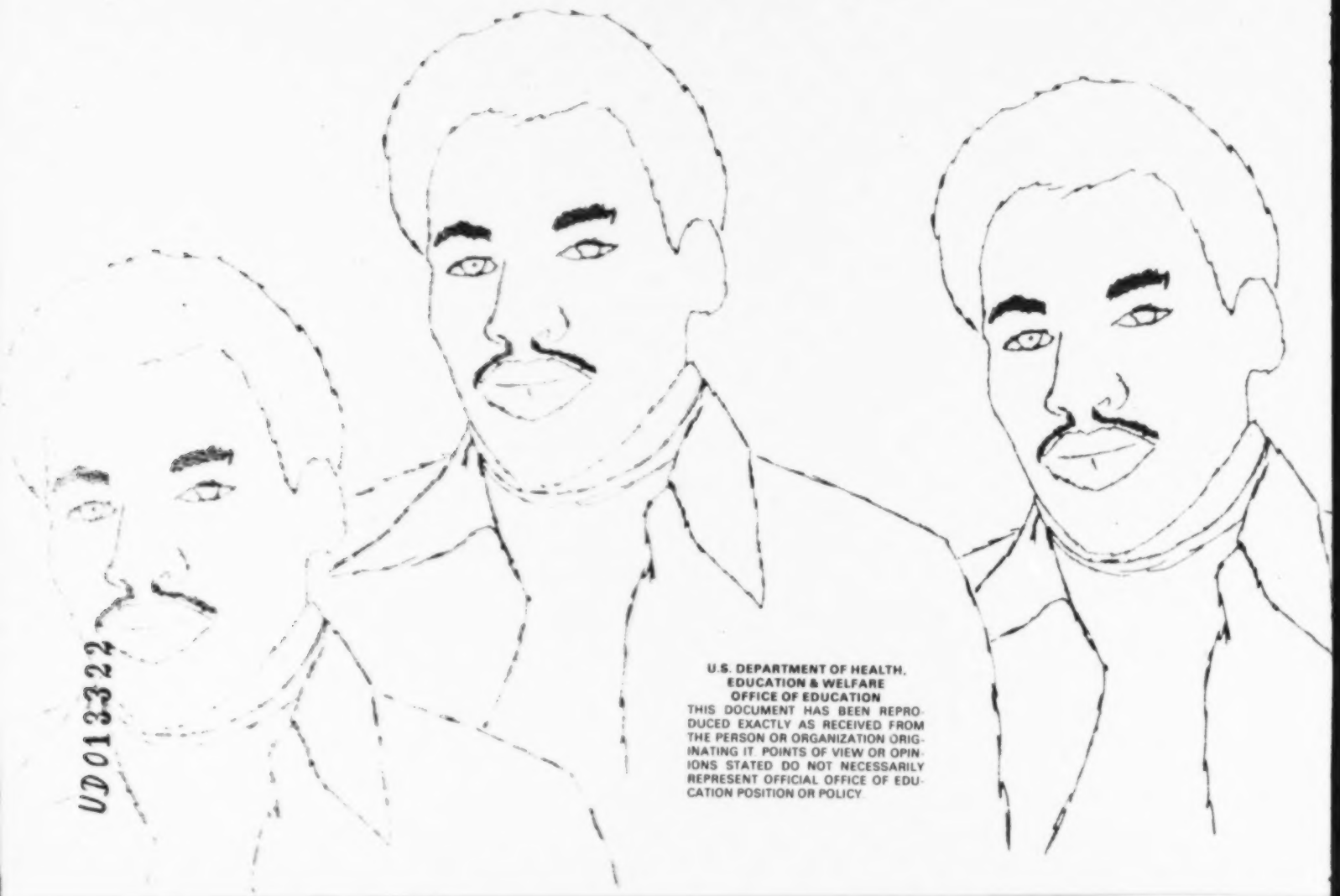

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PREFACE

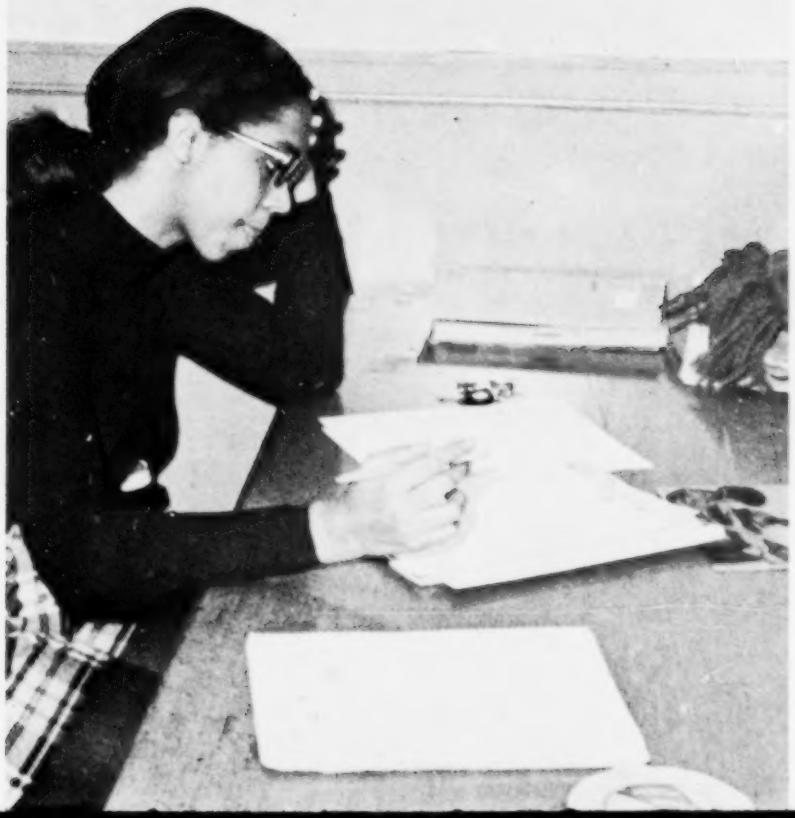
In the last few years the University of Detroit's efforts to serve the community have become more conscious and more intense. Not only has the University been concerned with providing college opportunity programs for the disadvantaged, but also assisting high school students who wish to attend college to become academically better prepared. To meet the needs of such students, the University of Detroit through its Special Projects Office has developed the Detroit College Opportunity Program.

The Detroit College Opportunity Program (DCOP) is one of the most unique high school level compensatory programs in the country today. It not only identifies and prepares low-income inner-city students who desire to attend college, but it **guarantees** college admission to at least ninety percent of its participants.

The DCOP program, in addition to providing academic assistance to its students, gives a great deal of personal encouragement and counseling. A transitionary, compensatory program is essential if these students are not to encounter immediate failure. The Detroit College Opportunity Program is designed to meet these needs.

Wendell G. Rayburn
Director

COLLEGE OPPORTUNITY PROGRAM



TARGET AREA

The Detroit College Opportunity Program identifies students in Class A and Class B Detroit Public Schools located in Title I areas that are desirous of obtaining a college education. These students have academic potential but for financial and/or achievement reasons would otherwise experience difficulty being admitted to institutions of higher education.

There are nine (9) target high schools in the Title I areas: Central, King, Kettering, Murray-Wright, Northern, Northwestern, Northeastern, Southeastern, Southwestern. These high schools are located in areas which have high concentrations of children from low-income families on the basis of the best available information.

The target area described above is in the heart of the inner-city. Detroit's inner-city environment conforms to the descriptions given by Moynihan, Reisman, Vontress and others of the often chaotic conditions found in the inner-city environment of urban areas. By means of the mass communication media, inner-city students at very early ages come to know that their life style is both different from and atypical from that of the mainstream of American society. Because of social, economic and racial discrimination, they begin to feel inferior, worthless and rejected. A feeling of hopelessness and despair engulfs them and depresses their self-concept to such a degree that many have in effect given up before the completion of the primary grades. Many students in the target area undergo this experience.

NEED FOR THE PROGRAM

The need for the Detroit College Opportunity Program in terms of the above problems is multi-dimensional. Large numbers of the high school youth of the inner-city do not have the potential motivation, necessary finances, or a sufficiently strong academic background to attempt studies leading toward a college degree. The level of frustration among many youth is such that too few are even completing high school. The solution does not lie in merely making funds available for these students to attend college. With their existing backgrounds and poor self-images, many of these students would only meet defeat in pursuing a college career. There is an additional need for a program in which students are given a great deal of personal encouragement and counseling. A transitionary, remedial program is essential if these students are not to encounter immedate failure. The Detroit College Opportunity Program will reach only a small fraction of the number of students who could profit from such a program. The program could, however, affect the aspirations of additional thousands of students.

As in many large public school systems, the counselors in the Detroit Public Schools system are burdened with many administrative, clerical, and programming responsibilities. They do not, therefore, have the opportunity to provide crucially necessary vocational and educational counseling. The majority of inner-city students are not and have not been made aware of the educational and vocational opportunities available.

The Detroit College Opportunity Program views the students in the target area as those students who have need for special academic and counseling assistance to raise their levels of educational competencies so that they may become successful college students.

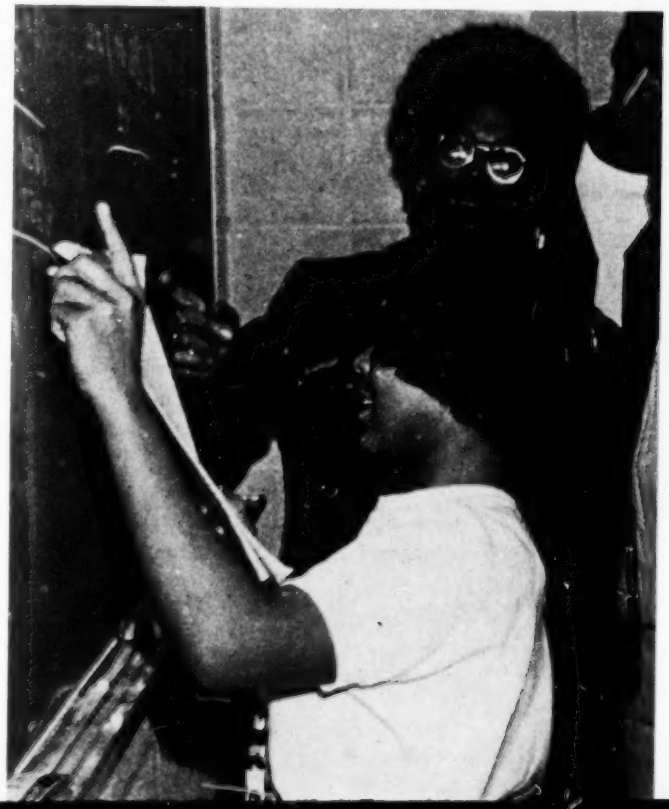
OBJECTIVES AND GOALS

The DCOP program is designed to provide remedial support, instructional assistance, academic stimulation, and personal, educational and vocational counseling for selected eligible students so that their chances to become successful college students will be enhanced. Ninety percent of the students enrolled in the DCOP program will be accepted into the Project One Hundred program if they wish to attend the University of Detroit following graduation from high school. Students wishing to attend institutions other than the University of Detroit will receive assistance in applying to colleges and universities of their choice.

FACILITIES

The DCOP program is housed on the campus of the University of Detroit. The adminstrative offices, counseling center, and academic classrooms are all centrally located in the Jane and Walter Briggs Building.

Classrooms are equipped to handle as many as 35 students. Each classroom is well lighted, equipped with movable desks, and has blackboard facilities. Counselors' offices are private and suitably located for personal counseling.



STAFFING

The staff of the DCOP program consists of a director, a coordinator, two counselors, and seven instructors.

The counseling and instructional staff are selected for employment in the program on the basis of their academic training, educational achievement and experience in working with disadvantaged youth.

Staff members are employed for a 39 week academic year and a six (6) week summer session.

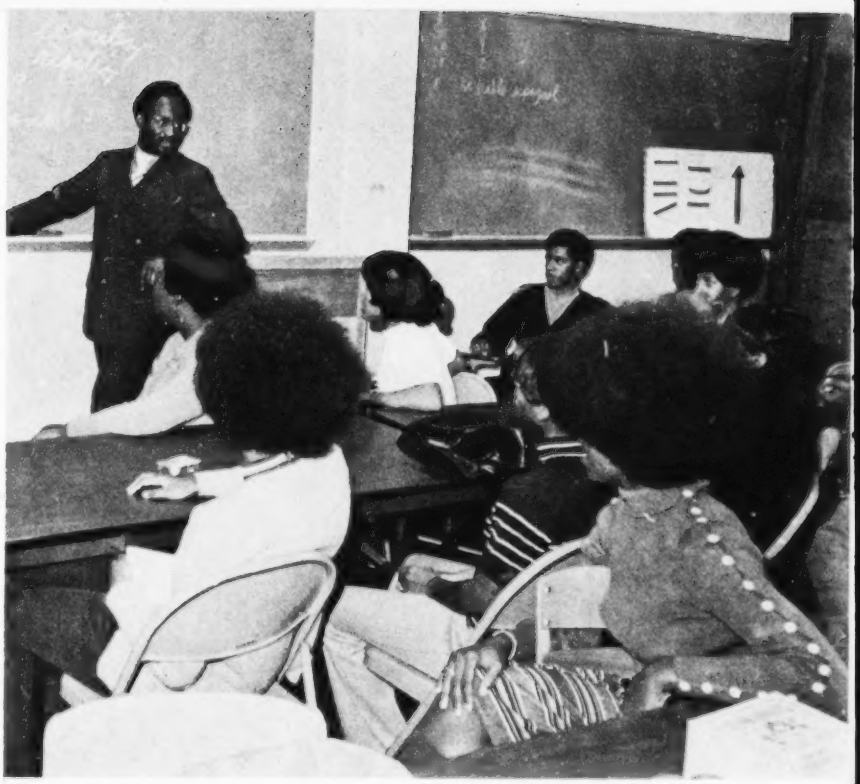
RECRUITING AND ADMISSIONS PROCEDURES

Each academic year the DCOP counselors will visit nine schools that have been designated as target schools which are the following:

Central	Northwestern
King	Northeastern
Kettering	Southeastern
Murray-Wright	Southwestern
Northern	

The counselors meet with the designated high school representatives responsible for coordinating the efforts of those students interested in gaining admission into College. At this time, information is provided regarding the DCOP program. Assemblies are held in the high schools where the counselors are able to provide information to the student body regarding the DCOP program. Applications are left at each of the nine (9) high schools for distribution to students who are interested in enrolling in the program. When the applications are completed, they are mailed to the director of the DCOP program along with student transcripts and counselor recommendations.

An admissions board reviews the applications of each student and selects those students who will be admitted into the program. Upon acceptance into the program, interviews with parents and students are conducted by the counselors. At this time, student responsibility in the DCOP program is explained.



SUMMER PROGRAM

Prior to the beginning of the summer session, an orientation is held for all students and their parents. This orientation is planned to provide students and parents with information regarding class attendance, transportation, course offerings, and student expectations. Students are also taken on a tour of the campus.

Students are enrolled in a six-week summer program and attend classes in English, math, science, and economics. Enrichment activities are a regular part of the summer program with field trips scheduled throughout the summer. The following is a daily schedule and a curriculum outline as developed by the DCOP staff:

8:15-8:50	Faculty Preparation	11:45-12:00	Group Counseling
9:00-9:40	Classes	12:00-1:00	Lunch
10:00-10:40	Classes	1:00-3:00	Activities
11:00-11:40	Classes	3:00-3:30	Faculty Summary

ACADEMIC YEAR PROGRAM

The academic year program (39 weeks) is designed to continue the efforts of the concentrated six-week summer session in which incoming twelfth graders have been initiated. Guidance and counseling, remedial classes in English, math, and science are provided for the students. Also, theater instruction, newspaper publication, writing skills, and Spanish are part of the academic year program.

The 39-week program for the academic year includes the following schedule:

	4:00—4:45	5:00—5:45	6:00—6:45	7:00—8:00
Mon	Science I (Biological Earth Sci.)	Math I Fundamental Algebraic Skills	Economics I (Introduction)	English I Basic Skills Comp.
Tues	Math II (Pre-Calculus and Geometry	Economics II (History)	English I Math	Science II (Chemistry-Physics)
Wed	Economics III Govt., Civics Pol. Structures	English II (Literature, Lib. Research	Science I English II	Science II Math II
Thurs	English I	Science II	Science I English II	Math I
Fri	Group Counseling Individually Scheduled Instruction			
Sat	Field Trips as Scheduled			

To improve the academic pursuits of all students five basic phases of instruction are used.

I. Text Phase
Instructors use the regular high school 12th grade texts as the basis for teaching and assigning the students academic work.

II. Comprehension Phase
A review procedure that allows students to recall details, express sequence of ideas, and identify major points of a subject as it is presented.

III. Reinforcement and Enrichment Phases
These phases deal with the repetition of concepts through purposeful drills, instructional games, teacher made activities, and blackboard exercises.

IV. Individual Activity Phase
The instructor uses the assigned text to give exams to measure students comprehension and to remediate where necessary.

V. Group Activities Phase
Educational games, open forums, and oral presentations are used in the group activities phase. Students are given the opportunity to exchange views and air their grievances.

COURSE DESCRIPTIONS

English I
English I is a combination of basic English composition and library skills. Emphasis is placed on gathering information and presenting it in good grammatical written form.

English II
English II includes advanced composition, journalism, and literature. Advanced composition deals with skill improvement in the presentation of ideas in a more sophisticated approach. Journalism provides an outlet for creativity. Students are responsible for the publication of a weekly newspaper. The literature class reads a book per week supplemented by recorded recitations of poets.

Economics I

This course is a study of American government, American history, and essential economic structures in our society.

Economics II

The tools and concepts acquired in Economics II enable students to gain deeper insight into the study of American history and American government. The course draws upon economics as it relates to certain domestic and international problems, and other relevant issues. It is designed to help students better understand how our government is structured and how it functions.

Economics III

This course involves a study of the economic role of money, labor unions, monopoly, and consumer demands and the present day economic problems of inflation and depression.

Science I (Earth and Space Science)

Science I is an overview of four major branches of science: geology, astronomy, meteorology, and oceanography as well as ecological problems related to each area. This course covers the history of zoology, biological principles and a survey of the animal kingdom.

Science II

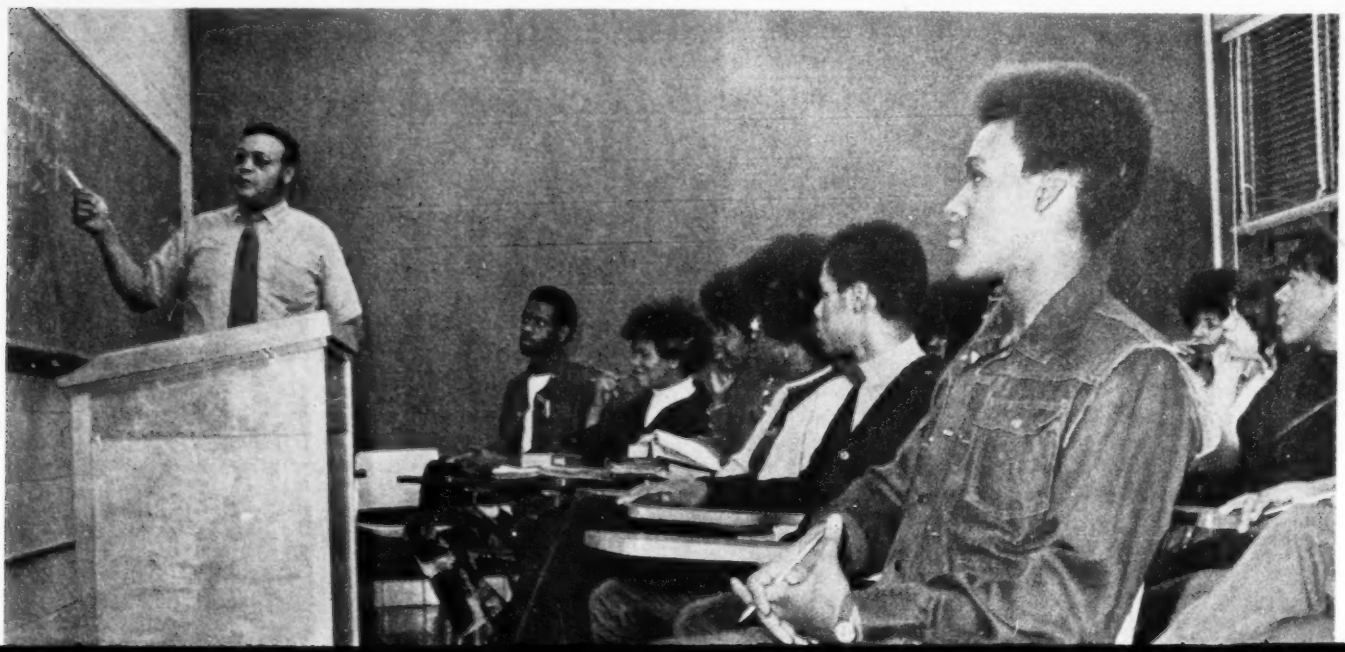
This science course consists of a survey of the basic principles and laws of chemistry. It also deals with the composition of matter and its changes in structure and properties.

Math I

This course deals with fundamental operations, fractions, decimals, percents, and measurements. It is designed to assist students who have a need for strengthening their basic mathematical skills. Worksheets, board work, and drills are used as a means of reinforcement and review.

Math II

This course focuses on mathematical concepts, applicability and an awareness of the relevance of mathematics to life. Mathematical enrichment materials are provided to interest, challenge, and reinforce skills acquired by students.



GUIDANCE AND COUNSELING

There are several objectives of the guidance program. First, it assists students to gain better insights into their own behavior and how to deal more effectively with their daily problems. Second, it helps students develop better self-images and meaningful human relationships. Third, it provides students with vocational and occupational information so that they will understand options that are open to them and be better able to make realistic choices.

Counselors conduct individual counseling sessions and group guidance sessions. Group sessions have memberships of eight to ten students and meet on a weekly basis. Topics for discussion are determined by the students.

As part of the total guidance program, speakers are invited to give presentations to the students. Speakers are selected who have been successful in their fields of employment and related areas. They discuss with the students employment opportunities and preparation needed to enter particular occupations. Such presentations serve as sources of aspiration to the students and give them added incentive to continue their education.

EVALUATION

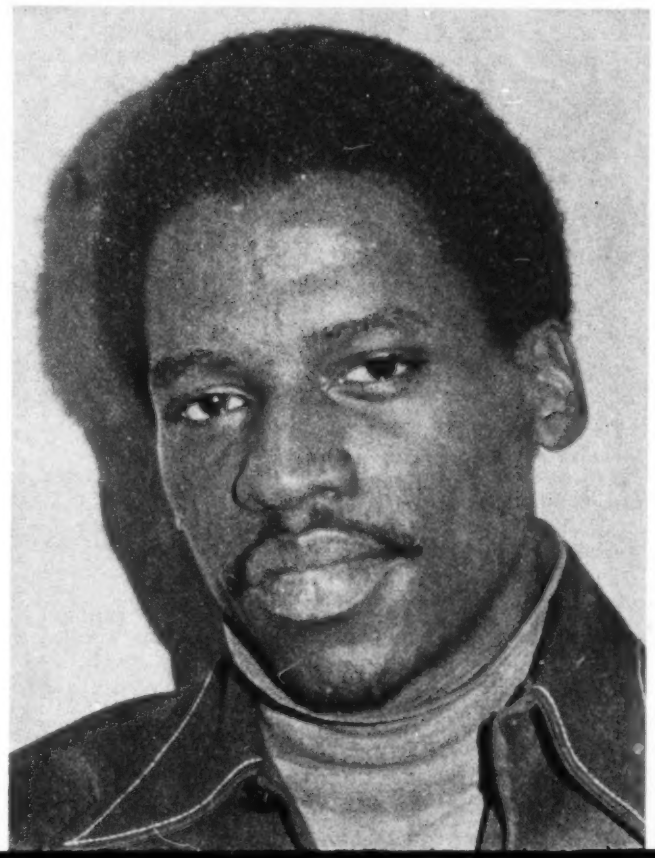
In addition to the specific Title I evaluation designed for this program, an on-going evaluation is conducted throughout the year. This process is accomplished through staff meetings where student and staff concerns are discussed. In this manner, if needed, modifications in the program can be made immediately, thereby enhancing the continued effectiveness of the program.

Instructors evaluate each student's academic growth on a periodic basis. Students' high school report cards are analyzed at the end of each grading period in order to determine growth. Every Friday students have individual conferences with instructors to discuss their work and progress.

Students are also given an opportunity to evaluate the program through questionnaires and surveys. Conferences with instructors and counselors provide an opportunity for students to reveal their perceptions of the program and to offer suggestions. Student feedback is a meaningful part of the total on-going evaluation process.

Instructors are not overlooked in this process. Periodically, the director confers with each staff member and discusses with him how successful he has been in achieving predetermined goals and objectives.

At the end of each academic year, all evaluation data are articulated into meaningful reports.



PROJECT ONE HUNDRED

Most of the students from the DCOP program entering college will enroll in the Project One Hundred program at the University of Detroit.

Project One Hundred is a federally funded four year college level program designed to identify 100 inner-city public and parochial high school graduates each year. These students have academic potential, but for financial and/or achievement reasons would otherwise be unable to attend the University of Detroit or other institutions of higher learning. The overall orientation of the Project is designed to provide not only the financial assistance but also the academic and counsleing assistance so desperately needed by these students to greatly increase the probability of their being graduated from the University of Detroit within a four-year period.

The Project One Hundered program begins with a six-week summer orientation program providing an opportunity for students to earn up to six hours of college credits. Students are enrolled in regular college classes as well as special study seminars. The purpose of the study seminars is to enrich the instructional level of the class and to provide the students with additional enrichment material as well as any remedial or assignment assistance.

Students in the program also receive extensive counseling and guidance, both in individual sessions and group sessions.

Project One Hundred students are enrolled as regular full-time University of Detroit freshmen to begin their first academic term. A supportive staff of academic supervisors, counselors, tutors, and study center coordinators are employed to assist the students through the academic year.

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EVALUATION OF THE DETROIT COLLEGE OPPORTUNITY PROGRAM

Funded Under Title I of the Elementary and Secondary Education Act

John Curtin, Project Evaluator (Title I)
Research and Development Department
Program Evaluation Section
(Funded Under ESEA, Title I)
Detroit Public Schools
October, 1972

013322

EVALUATION OF THE DETROIT COLLEGE OPPORTUNITY PROGRAM

1971-72

Background of the Program

The Detroit College Opportunity Project initially received Title I funding in the 1968-69 school year as a facet of the Great Cities School Improvement Project. At that time a contractual agreement between the Detroit Board of Education and the University of Detroit called for the recruitment and training of enrollees from two Detroit high schools. The program was to provide pre-college experience for these enrollees. Successful completion of these experiences qualified eligible low income high school students to enter the University of Detroit under degree granting programs.

At the end of their junior year in high school, a six-week summer session porvided students with whatever remedial assistance was needed and gave them a realistic perception of the academic standards and expectations of the University of Detroit so that the transition from high school to the University was accomplished with the greatest possible ease and success.

During the students regular senior year as a high school student, the program provided for tutorial services as well as extensive counseling and guidance. In the 1969-70 school year, the program extended its recruitment to a third high school: in the 1971-72 school year recruiting was carried out at nine Detroit Public High Schools

Organization and Operation

Since its inception, the University of Detroit has assumed prime responsibility for the operation of the program and has made semi-annual reports to the Detroit Board of Education. In the 1971-72 program, project staff consisted

of a coordinator, secretary, two counselors and eight instructors. The summer program staff operated with two less instructors.

Summer Program

The goal of the summer program was to provide participants with incentive to aspire to a college education. Since many inner-city high school youth have poor self-images a great deal of personal encouragement and counseling is needed to convince students that once the financial opportunities are available that they have the ability to complete college.

Since the participants had not formerly considered college as a reality, the summer program devoted time to providing vocational and educational information in order to aid the students in future decision making. Additional individual and group counseling was designed to help each student develop a good self-image, self-realization, human relationships, economic efficiency and civic responsibility.

The summer curriculum was essentially composed of basic subjects and activity classes. Development of Writing Skills, Introduction to the Library, Negro History, and Math Review for Placement and Scholarship Exams were interspersed with Glee Club, Newspaper, Dance, and Sports.

Regular Year Program

The 39-week academic year program was designed to continue the efforts of the concentrated six-week summer session in which incoming twelfth graders were initiated. In the regular year, individual counseling and consultation were incorporated into the following program:

English	140 minutes per week
Math	105 minutes per week
Group Counseling	105 minutes per week
Science I (Biological)	105 minutes per week
Science II (Social)	105 minutes per week

Class size did not exceed fifteen and each subject area had more than one class to accommodate the students.

Objectives

The objective, as stated in the 1971-72 proposal is, "College Entrance... for 90 Title I students entering their senior year..."

The Evaluation Plan

The performance objective, as stated in the 1971-72 proposal, accepts the following level of accomplishment:

> "90 percent of the students enrolled in this program will achieve entrance into college."

The data analysis section of the Evaluation Design stated:

> "Statistical tabulations of student records will be made to determine if he/she raised the average of all marks to a C+."

Analysis of Data Related to the Objectives

One hundred-nine students were in the program at Mid-term, Term I; 88 of these were retained in the program through the end of Term II, 1972; 61 were accepted into the University of Detroit; 18 students indicated interest in other universities; 5 students will not graduate until January, 1973 and 4 students were not accepted because of their extremely low achievement in academic subjects.

To date only 69 percent of the 88 participants, those 61 students admitted to the University of Detroit, have achieved "entrance into college." If a follow-up investigation discloses that the 18 students interested in other universities were indeed accepted by said institutions then the project objective of 90 percent of the participants gaining college entrance will have been achieved.

The mean of the Honor Point Averages for the 88 students retained in the program was 2.8 for the final term (second semester). In this calculation letter grades for a full course are allotted the following points:

A = 4
B = 3
C = 2
D = 1

The Honor Point Average is weighted by the hours of credit. Under such an allotment a C+ average corresponds to 2.4. All courses carried by each participant in the final term were involved in the calculation and the total Detroit College Opportunity Program group did achieve the C+ objective.

Table I was prepared by the Special Projects Office of the University of Detroit. Inspection of this table reveals that twenty-one of the students did not achieve the C+ goal. Individual records disclose, however, that nine of these twenty-one students were accepted into degree granting programs by the University of Detroit. The mean of the Honor Point Averages of 2.8 was obtained by the calculation 251.6 ÷ 88.

Table I

HONOR POINT AVERAGES OF 88 STUDENTS
DETROIT COLLEGE OPPORTUNITY PROGRAM

Final Term II
1971-72

H.P.A.	f	fx
4.0	4	16.0
3.7	6	22.2
3.5	9	31.5
3.3	13	42.9
3.1	8	24.8
2.8	10	28.0
2.6	7	28.0
2.5	10	25.0
2.2	5	11.0
2.0	16	32.0
	n = 88	fx = 251.6

Implications of the Evaluation for Program Development

Determination of the objective, "90 percent of the students enrolled in this program will achieve entrance into college," must await follow-up of the success of students who were seeking admission to universities other than the University of Detroit. One possible implication of the current evaluation for future programs involves the feasibility of the measurement methodology. Since 10 percent, 9 of the 88 students in the program, were admitted to college with less than a C+ academic average, it is possible that the tabulation of teacher marks is a meaningless analysis. Obviously the project staff is using more than this single criterion to determine the potential of participants for successful college entrance. In future evaluations and follow-ups, the evaluator could work closely with the staff to develop criteria to predict success in college. Project participants could then be measured against these criteria.